DOCUMENT RESUME

ED 253 245 IR 051 008

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TITLE Collection Development Policy. Revised.
INSTITUTION William Paterson Coll., Wayne, NJ. Sarah Byrd Askew Library.
PUB DATE 84
NOTE 41p.
PUB TYPE Viewpoints (120)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Academic Libraries; Guidelines; Higher Education; *Library Acquisition; *Library Circulation; *Library Collections; Library Materials; *Library Material Selection; *Library Planning; Position Papers
IDENTIFIERS *William Paterson State College NJ

ABSTRACT

This collection development policy serves as a planning tool for William Paterson College library decision-makers by providing information necessary for the allocation of funds for library materials. As a communications tool it provides guidelines for establishing priorities for the selection of library materials and criteria for the withdrawal of materials from the library collection. The five-part policy consists of: (1) an introduction; (2) a statement of collection development goals which includes primary and secondary goals; (3) a section on materials selection and withdrawal which includes policies for the selection and acquisition of all print and nonprint materials; (4) a section on general policies; and (5) a section on specific format and collection policies with information pertaining to specific types of materials or to materials in specific library collections. Appendices include copies of the American Library Association's "Freedom to Read Statement," "Library Bill of Rights," and "Intellectual Freedom Statement," and the Educational Film Library Association's "Freedom to View" statement. Specialized terms used in the policies are defined in a glossary. (THC)

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COLLECTION DEVELOPMENT POLICY

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COLLECTION DEVELOPMENT POLICY

Sarah Byrd Askew Library
The William Paterson State College of New Jersey
Wayne, New Jersey

Revised
1984

by

Mary Casserly
Head of Collection Development

I. INTRODUCTION

Collection development policies are designed for use as planning tools and as means of communicating the collection goals and policies of libraries. Such policies reflect the reality that all libraries, no matter how large or of what type, are constrained from accumulating all informational materials in all subject areas by limitations in funds, space and staffing. In the face of these constraints, libraries can maximize their effectiveness by establishing collection goals and priorities and the concomitant policies and procedures to implement them.

In its function as a planning tool this collection development policy provides College and Library decision-makers with information necessary for allocating funds for library materials. As a communications tool it provides the guidelines for establishing priorities for the selection of library materials and the criteria for the withdrawal of materials from the Library collection.

While the Library staff is ultimately responsible for the quality of the collection, to a great extent the selection of new library materials and the withdrawal of materials from library collections are shared functions. Materials can be requested by librarians, teaching faculty, and College administrators. Librarians work closely with coordinators from academic departments to insure that the materials needed by the College are added to the collection. Input from the teaching faculty is particularly important when projects are undertaken to withdraw materials from various library collections, and when it is necessary to cancel serial subscriptions. The selection and withdrawal processes are described in more detail in Section III of this document.

The Library supports a series of policy statements by the American Library Association and the Educational Film Library Association concerning the responsibilities of librarians and libraries in making materials available to the public. Copies of these documents are included in Appendix A, "Freedom to Read Statement," Appendix B, "Library Bill of Rights," Appendix C, "Intellectual Freedom Statement," and Appendix D, "Freedom to View."

The policies which apply to the selection and acquisition of all materials are presented first, followed by policies pertaining to specific types of materials or to materials in specific Library collections. Specialized terms used in the policy are defined in Appendix E.

II. COLLECTION DEVELOPMENT GOALS STATEMENT

The primary goal of the Library with regard to the maintenance and development of the collection is:

> To acquire and make available those information resources which are needed to support the instructional programs of the College.

The Library will also pursue three secondary goals. While these are subordinate to the primary goal, all three demand equal emphasis.

> To acquire and make available those materials needed for research by faculty and administrators which will be frequently used and of long-term value to the College community.
>
> To acquire and make available library materials for general information in subject areas not included in the curriculum of the College.
>
> To collect and preserve all important materials related to the history and development of William Paterson College.

All materials acquired by the William Paterson College Library will conform to the goals of the collection development efforts of the Library.

III. MATERIALS SELECTION AND WITHDRAWAL

A. Selection of Library Materials

All librarians, teaching faculty, and College administrators are encouraged to submit requests for both print and non-print materials which fall within their areas of expertise and which conform to the collection policies presented in this document. The cost of these materials will be charged against the appropriate Library account. Library budget reports are compiled monthly and distributed to all Deans, Chairpersons, and departmental and librarian coordinators. Materials Request Forms and additional copies of the monthly Library Budget Report are available from the Collection Development Office.

In an effort to develop a collection which supports the instructional program of the College, each librarian is assigned to select materials in specific subject areas and to be the librarian coordinator (i.e. contact person) for the corresponding academic departments. Acting in this liaison capacity, the focus of the library coordinator's departmental contacts is the faculty member whom the chairperson appoints to serve as the departmental coordinator. The responsibilities of the individuals who act as the library and departmental coordinators are listed below.

The Librarian Coordinator:

- Submits requests for materials which support the curriculum offered by assigned departments.
- Communicates changes in library policies and procedures to teaching faculty via the Departmental Coordinator.
- Contacts the Departmental Coordinator in order to apprise faculty of specific information at the request of the Collection Development Librarian.
- Contacts the Departmental Coordinator in order to gather specific information from the faculty at the request of the Collection Development Librarian.
- Remains aware of and informs the Collection Development Librarian of the status of programs and courses offered by assigned departments, i.e., new and discontinued courses, growing and shrinking program enrollments, etc.
- Reviews and makes recommendations on requests for specific titles or materials on specific subject areas at the request of the Collection Development Librarian.
- Reviews and makes recommendations on periodical/serial requests, film/video requests, interlibrary loan requests, titles that have been lost, damaged books, donated materials, and missing titles which fall within assigned subject areas.
- Reviews ordering and receiving activity for assigned departments.

- Reports to the Collection Development Librarian on the results of meetings and phone conversations with the Departmental Coordinators and other members of assigned departments.

The Departmental Coordinator:

- Communicates changes in library policies and procedures from the Librarian Coordinator to the department faculty.

- Gathers other types of information from the department faculty at the request of the Librarian Coordinator.

- Ascertains department faculty's library related problems and concerns, and communicates these to the Librarian Coordinator.

- Encourages department faculty to request the materials they need for the courses they teach.

- Apprises the Librarian Coordinator of the status of the programs and courses offered by the department, i.e. identifies those that are new, discontinued, growing, shrinking, etc.

The Head of Collection Development supervises the efforts of the librarian coordinators and also determines whether requested materials conform to the goals, qualitative guidelines, and the selection and acquisition policies presented in this document.

B. General Guidelines for Selection of Materials

The following guidelines are presented to assist librarians, faculty, and administrators in selecting quality materials for inclusion in the Library collection. It is recognized that some of the criteria included in these guidelines are more important than others and that the quality of content should be more heavily weighed than other guidelines. Therefore, exceptions for materials which do not meet all of the criteria listed below will be made whenever necessary.

Print Materials

Content Quality

In the case of fiction, titles should have received favorable published reviews by reputable critics, or should be considered quality literature by other literary authorities including members of the College community. In the case of non-fiction, the materials acquired should present data accurately and priority will be given to titles authored by authorities in their fields or by those representing a consensus of expert opinion. The literary style should be readable and the author's meaning clear. Non-fiction titles should have accurate and complete bibliographic references and indexes.

Physical Quality

The materials to be acquired should have evenly spaced print and a type face which is large enough to be easily legible. Bindings should be sturdy, attractive, and easy to open. Margins should be wide enough to allow

rebinding and to allow reading and photocopying without breaking the binding. Illustrations should be appropriate to the content of the book, and conveniently positioned within the printed text. Art reproductions, maps, and photographs which complement printed text should be in focus and have consistent and accurate color tones.

Publishers

The print materials to be purchased should be the products of publishers with high standards of quality in general, and reliable reputations specifically with respect to the subject matter and type of print material to be acquired.

Non-print Materials

Content Quality

The non-print materials to be acquired should be those materials which, in the opinions of reputable reviewers or experts within the College community, present ideas and information in an accurate and well-organized manner, and which employ a style of presentation appropriate for the medium, the subject matter, and the intended audience. Materials which will not become outdated due to their timeless subject matter or their manner of presentations will be favored. Accompanying documentation should be clear and comprehensive.

Technical Quality

The technical quality of purchased materials should meet professional standards, i.e. sound formats should be clear and visual formats should be in focus and have consistent and accurate color tones. The ratio of visuals to sound should be appropriate.

Physical Quality

Only those non-print titles produced on the highest quality materials will be purchased. Film stock should be of non-deteriorating quality in which no silver nitrate is left on the stock. Estar base film stock is preferred. Audio tape and cassette materials should be recorded on medium to high grade mil stock to avoid stretching and breakage. Preview prints will be returned to the distributor/producer and only fresh prints will be accepted for purchase. Printed guides to audiovisual materials should be produced on durable paper in legible, easy-to-read type.

Distributors/Producers

Non-print materials will be purchased only from reputable distributors/producers. Films will be purchased only from distributors which sell replacement footage. Other types of media will be purchased from established companies in order to assure easy replacement. Microcomputer software will be acquired from publishers which make backup copies of programs available and/or give authorization to make copies, and which provide notification of new versions of software and warrantees on program bugs and defects.

C. Withdrawal of Materials

Materials are withdrawn from the Library in order to maintain a current, active, and useful collection which reflects the goals of the Library. In addition, the shortage of space has necessitated the withdrawal of materials from the General Collection and the decline in the Library's purchasing power has forced the cancellation of serial subscriptions. In these withdrawal programs consultation with the teaching faculty is especially important as a safeguard against the withdrawal or cancellation of materials with special qualities or significance.

A unique set of withdrawal criteria is used for each type of library material. These criteria are established by the Head of Collection Development in consultation with other librarians and teaching faculty, as appropriate. For library materials which do not fall into serial or series categories these sets of criteria are based on combinations of some of the following characteristics:

- Obsolescence
- Language in which the material is written
- Appropriateness of subject matter to the collection
- Quantity and recency of past use
- Number of copies in the collection

Characteristics to be used to develop criteria for the cancellation of serial or series subscriptions or standing orders are:

- Existence and availability of indexes
- Language in which the material is written
- Appropriateness of subject matter to the collection
- Past use
- Cost of continuing subscription/standing order

Materials withdrawn from one collection may be transferred to another with the approval of the appropriate librarians. Many withdrawn materials are sent to the New Jersey Deposit and Exchange Collection.

D. Criteria for Withdrawal of Library Materials

The criteria used to identify titles for withdrawal from the collection are reviewed on a regular basis by the Head of Collection Development and the appropriate Library department heads. The criteria currently in use are listed below.

Audiovisual Materials

All damaged and worn out audiovisual materials become candidates for withdrawal. Decisions to withdraw or replace are made on a title-by-title basis by the Head of the Audiovisual Department. All materials withdrawn from the collection will be permanently discarded unless they can be returned for credit on new materials. Poor physical condition, i.e., yellowed, brittle, scratched, warped, torn, or otherwise marred for use, and amount of use are major factors in these decisions.

Curriculum Materials

All superseded editions of titles housed in the Curriculum Materials Department become candidates for withdrawal. However, previous editions of textbooks may be retained if they are still being used in the area public school systems. Decisions to withdraw materials are made on a title-by-title basis by the Head of Curriculum Materials in consultation with the Head of Collection Development. Amount of use, obsolescence and the need for duplication are important factors in identifying candidates for withdrawal.

Documents

Federal documents are discarded according to the policies of the collections in which they are housed. New Jersey state documents which have been in the collection for more than five years, which are ephemeral, or which have been superseded become candidates for withdrawal. Decisions to withdraw are made on a title-by-title basis by the librarian in charge of documents in consultation with the Head of Collection Development.

General Collection

All superseded editions of General Collection titles become candidates for withdrawal. Decisions to withdraw are made by the Head of Collection Development on a title-by-title basis.

All damaged, lost, and long-overdue General Collection titles become candidates for withdrawal. Decisions to withdraw or replace are made on a title-by-title basis by appropriate Librarian coordinators in consultation with the Head of Collection Development.

Reference Collection

Members of the Reference Department regularly review and evaluate titles in the Reference Collection. As a result of this process new titles are purchased for the collection, while titles which are outdated and/or inappropriate for the collection are withdrawn, or transferred to other library collections. At the same time efforts are also made to identify indexes and abstracts which have high cost-to-use ratios and to consider such titles for cancellation.

The Reference Department has also established specific withdrawal policies for many of the reference titles for which revised or superseding editions are regularly received. Superseded editions of titles for which policies have not been formulated become candidates for withdrawal. Decisions to withdraw these titles from the Reference Collection and to revise established withdrawal policies are made by the Head of Reference in consultation with the Head of Collection Development.

Serials and Series

Each year librarians and teaching faculty review serial holdings and evaluate titles which received infrequent use. Recommendations for cancellation and retention are made in light of changing curriculum needs and budgetary considerations.

Vertical File

Obsolete materials are withdrawn from the Vertical File Collection at the discretion of the reference librarian in charge of the Vertical File.

IV. GENERAL POLICIES

A. Materials Exceeding $100.00

All requests for single titles which exceed $100.00 require the approval of the Head of Collection Development who will consult with the requestor's Dean. Excepted from this rule are serials, series, 16mm film and video recordings which require the approval of the Periodicals/Serials or Film/Video Committee (sections V.K, V.L, and V.B).

B. Free and Inexpensive Materials

All requests for materials that cost less than $5.00 require the approval of the Head of Collection Development before they will be processed.

C. Out-of-Print and Facsimile Materials

All requests for out-of-print and facsimile editions must be approved by the Head of Collection Development before they can be processed.

D. Foreign Language Materials

In general, the Library does not acquire materials in foreign languages other than those needed to support the foreign language programs offered by the College. Requests for foreign language materials which are not intended to support these programs must be approved by the Head of Collection Development.

E. Gifts

Gifts of library materials are accepted at the discretion of the Head of Collection Development with the understanding that there are no conditions attached to their disposition. Only those materials which prove to be in good physical condition and which conform to the collection goals, guidelines, and policies are actually added to the collection.

All gifts are acknowledged by the Head of Collection Development. However, the appraisal of gifts for tax purposes is the responsibility of the donor. In general, the Library conforms to the "Statement on Appraisal of Gifts" developed by the Association of College and Research Libraries (Appendix F). Monetary donations to the Library for the purpose of purchasing library materials are accepted subject to the approval of the Library Director.

V. SPECIFIC FORMAT AND COLLECTION POLICIES

In addition to the general guidelines already presented, there are Library policies and procedures which apply only to library materials in specific formats and/or to those housed in specific collections within the Library. These policy statements are presented below.

A. Archives

In the absence of an official College archives, the Library endeavors to collect and organize as many of the documentary records of the College and its predecessors as space and personnel constraints permit. Examples of official archival documents that can be found in the Library Archives are: minutes of the Board of Trustees meetings; reports of the President, Deans and Departmental Chairpersons; and official files of the College administrators where available. Other official documents that are housed in this collection include minutes of the activities of faculty departments and student organizations, as well as reports and publications issued about the College by the New Jersey Department of Higher Education, accrediting bodies, and pertinent bargaining agents.

The Archives Collection also contains some non-official materials relating to the facilities, students, and history of the College and to College sponsored events. Most of these materials take the form of clippings from newspapers and magazines, although appropriate materials in all types of media are accepted for inclusion in the Archives Collection.

The Librarian in charge of Archives is responsible for selecting materials for the collection. In most cases single copies of materials are added. Duplicate copies of materials for which heavy use is anticipated may be acquired.

B. Audiovisual Materials

The purpose of the Audiovisual Collection is to serve members of the William Paterson College community by providing access to art and information in audiovisual formats which support the curriculum of the College. This collection is not intended to replace or supplement specialized collections, such as those in the Art and Music Departments, which are being developed elsewhere on campus. Although the Audiovisual Collection consists largely of adult-level titles, the collection also includes a representative sampling of juvenile materials that support the curriculum of the School of Education and Community Service.

All requests for the purchase of adult-level, audiovisual materials are sent to the Ordering and Receiving Section which forwards them to the Audiovisual Department for review. The Head of the Audiovisual Department may modify any media requests to conform to the Audiovisual Department software preference and is responsible for the disposition of any general audiovisual materials funds.

The following types of software are presently included in the Audiovisual Collection, although some may not be acquired in the future. Requests for types of media not included below are considered on a title-by-title basis. In general, however, only software which is compatible with Library owned hardware is purchased and preference is given to materials which can be repaired within the Library.

Cassettes, Records, and Reel-to-Reel Tapes

Standard cassettes are the preferred audio medium because of their easy storage, portability, and long-term durability. Only those recordings that are unavailable on cassettes are purchased in other audio media. Open reel-to-reel tapes and 33 1/3 rpm stereophonic records are the only acceptable alternative media.

It is recognized that the Library cannot meet all the audio needs and tastes of the variety of groups constituting the William Paterson College community. However, a representative audio collection has been developed consisting of recordings in the following categories:

a. Music - primarily classical music, opera, jazz and children's songs.

b. Theatre - primarily show music, plays and dramatic readings.

c. Spoken Word Recordings - primarily lectures, seminars, stories, debates, and proceedings.

Recordings in other categories, such as comedy and popular music, are considered for purchase and inclusion in the collection on a title-by-title basis by the Head of Collection Development in consultation with the Head of the Audiovisual Department.

8mm Films and Film Loops

Library materials are not usually acquired in these formats. However, exceptions may be made by the Head of the Audiovisual Department.

Filmstrips and Slides

All slides must be 2" x 2" in size. Whenever a choice of medium is offered, slide sets are preferred over filmstrips.

Microcomputer Software

All requests to purchase microcomputer software must be made on a Microcomputer Software Request Form. The Library acquires only those types of microcomputer software packages that support the Curriculum Materials Collection (section IV-C.) Only software that is compatible, in terms of memory size, language and peripherals, with hardware in the Library will be purchased.

Microcomputer Software, especially software which has not been favorably reviewed or which costs more than $100.00, will be previewed and evaluated by members of the Microcomputer Software Evaluation Committee prior to purchase. The committee consists of the following members:

Head of Curriculum Materials, chair
Head of the Audiovisual Department
Associate Director for Collection Management
Head of Collection Development

The requestor, and the appropriate Dean and librarian coordinator will also be invited to preview and evaluate the software. A member of the teaching faculty may be called in to provide technical expertise or subject expertise. The Committee follows the general guidelines for nonprint materials (Section III.B) to assure the acquisition of quality of microcomputer programs. Additional factors that will be taken into consideration in the selection of software are:

- Appropriateness of the subject to the curriculum and the collection
- Evidence of field testing and favorable reviews
- Availability of backup copies from the publisher or authorization for the Library to make copies
- Reputation of publisher in terms of providing notification of new versions, replacement copies of damaged programs, and warrantees on program bugs and defects.

The committee may make an affirmative decision even when a requested title does not have all of these characteristics. However, it is unlikely that it would approve the purchase of a title that did not possess the first two characteristics.

Motion Picture Films, Videotapes, and Videocassettes

In general, 16mm film and video recordings are rented rather than purchased. The cost of rental is borne by the appropriate academic School. Members of the Audiovisual Department assist faculty in locating titles on specific subjects and ordering information (distribution, price, etc.), and the Department is responsible for processing film/video rental requests.

Teaching faculty members and librarians may request that a film or video title be purchased for the Library from the library materials budget of the requestor's School. Such requests must be made on Film/Video Request Forms. All titles that are requested for purchase must be previewed and approved by the members of the Film/Video Committee who preview films as they are received and meet to discuss them. The Committee is composed of the librarians in the following positions:

Head of the Audiovisual Department, chair
Associate Director for Collection Management
Head of Collection Development

The Library Coordinator for the subject area of the title being considered for purchase, the requestor, and the appropriate Dean are also invited to preview the title and are asked to evaluate it using the Film/Video Evaluation Form.

Requestors will receive written notification of the Committee's decision. The Film/Video Committee follows the general guidelines for non-print materials (section III.B) to assure the acquisition of quality films and video materials. In

addition, the Committee also considers the following characteristics in relation to each title requested:

- Appropriateness of the subject to the curriculum and the collection
- Anticipated high use
- Favorable reviews
- Unavailability of title from easily accessible loan or rental sources
- Cost

The Committee may make an affirmative decision even when a requested title does not have all of these characteristics. However, it is unusual for the Committee to approve requests for titles which do not possess the first two characteristics.

As a rule, when a choice of media is available, 16mm estar base film is preferred for both purchase and rental over videotape and videocassette. When video recordings are acquired, 3/4" U-matic cassettes are the preferred format.

Multi-Media Kits

Multi-media kits include any combination of slides or filmstrips with cassettes, reel-to-reel tapes or records. When kits are purchased and a choice of media is offered, cassettes are preferred to tapes and records, and slides are preferred to filmstrips. The Library does not purchase individual parts of multi-media kits.

Transparencies

Transparencies and transparency masters are purchased. Whenever possible, transparencies are acquired framed.

Miscellaneous Media

The following types of materials are usually housed in the Audiovisual Department. Teaching faculty and librarians may submit requests to purchase these materials from their library departmental allocation on a Materials Request Form. With the exception of materials purchased for the Curriculum Materials Department, all acquisitions of these types of materials must have the approval of the Head of Collection Development.

Games and/or Models - globes, maps, and education and simulation games.

Realia - including artifacts, samples, and specimens.

Pictures - including art originals, photographs, post cards, posters, and study prints.

C. Curriculum Materials

The primary purpose of materials housed in the Curriculum Materials Department is to support the professional curriculum of the School of Education and Community Service. These resources are intended to identify, select, and evaluate the materials the School of Education graduates will use in teaching. All juvenile print materials, elementary and secondary level textbooks and microcomputer software, and the most heavily used of other types of print curriculum-related materials are housed in the Curriculum Materials Department.

The Head of Curriculum Materials is responsible for the selection of materials to be housed in the Curriculum Materials Collection. The selection of such materials is made on the basis of favorable reviews, inclusion on standard lists and bibliographies, and faculty recommendations.

In general, print materials purchased for this collection are acquired in hard copy editions rather than in paperback. With the exceptions of the Newbery and Caldecott Award winning titles, duplicate copies of titles are not purchased for the Curriculum Materials Department. However, duplicate copies of some of the materials housed there may be found in other collections within the Library.

The juvenile print materials range in reading and interest level from pre-kindergarten through twelfth grade, although an emphasis is placed on materials for pre-kindergarten through eighth grade. Included in this collection are fiction and non-fiction monographs, picture books, basic reference materials, such as encyclopedias and dictionaries, and a small number of children's periodicals.

The Library collects the teacher editions of those elementary and secondary level textbooks which cover areas in which the School of Education and Community Service offers teacher certification. Whenever possible, the workbooks and/or activity books which accompany these are also acquired. The textbook collection consists of selected titles that are used in area schools as well as those that represent the state-of-the-art. The textbooks used in area schools are identified through surveys of local districts. The titles representing the state-of-the-art are identified by using the EPIE Textbook Pro/Files, and selected on the basis of favorable reviews and faculty recommendations.

As in the case of print materials, audiovisual curriculum materials focus on pre-school through grade twelve audiences with emphasis on elementary level materials. Types of materials included in this collection are cassettes, records, filmstrips, microcomputer software and 8mm film loops. In general, multi-media kits are purchased in their entirety, although individual kits in a series may be acquired. With the exception of the elementary and secondary level microcomputer software (described below) and the audiovisual materials that accompany Curriculum Materials textbooks, the audiovisual curriculum materials are housed in the Audiovisual Department to allow them to circulate.

The collection of microcomputer software that is housed in the Curriculum Materials Department is intended to provide students in the School of Education and Community Service with a variety of elementary and secondary level educational software including: drill and practice exercises, tutorials, simulations, educational games, computer-managed instruction, and teacher utility systems. The emphasis is on the acquisition of software that is representative of the materials available on the basic skills subjects. However, software for other subject areas may also be acquired. Microcomputer software for the Curriculum Materials Collection will be acquired in conformance with the policies on microcomputer software that are outlined in the audiovisual section of this document. (See section V.B.)

D. Dissertations

The Library does not routinely acquire academic dissertations. Doctoral dissertations are ordered upon faculty request, and requests from students are accepted when accompanied by written recommendation from a member of the teaching faculty. The Library does not, however, acquire unpublished master's theses. Whenever possible, dissertations are acquired on microfiche.

E. Documents

The term "documents" applies to publications issued by both the United States government and the State of New Jersey. Included in this category are publications generated from all government branches--legislative, judicial, executive--and their respective agencies and departments. With the exception of law materials which are the responsibility of the Reference Department, the librarian in charge of documents is responsible for selecting federal publications using the specialized tools of the field, and of overseeing requests for documents from the librarians and the teaching faculty. The librarian in charge of documents is also responsible for the selection of privately published materials, such as indexes and abstracts, which facilitate document use. County and municipal documents of local interest or which pertain to important issues or events may be considered for purchase by the Documents Librarian on a title-by-title basis. The Library provides indexes for Congressional publications and purchases microfiche copies of any such publications that are requested by patrons.

As a Secondary Depository for New Jersey state documents the Library receives the majority of the New Jersey state documents as they are issued and maintains them in accordance with the New Jersey State Depository Rules and Regulations. Additional New Jersey State publications are acquired on the recommendation of the librarian in charge of documents. Most of the New Jersey documents are housed in the Documents Collection.

The federal documents which are currently being acquired are integrated into the Reference, Microform, and General Collections. Decisions to add federal documents to the General Collection are made by the librarian in charge of documents. However, the addition of either New Jersey or federal documents to the Reference Collection requires the approval of the Head of Reference.

Because of space considerations, the acquisition of documents in microformat is preferred to hard copy. Hard copies of documents already owned in mircoformat will not be purchased. Exceptions to this rule will be made on a title-by-title basis by the librarian in charge of documents in consultation with the Head of Collection Development and other librarians, as appropriate.

F. General Collection

The General Collection consists of adult-level, hard copy cataloged print materials shelved in open stacks on the second floor of the Library for loan to patrons. The majority of these materials are monographs and individual series titles. However, certain series and non-periodical serials may be designated as circulating materials by the Periodicals/Serials Committee. (sections V.J. and V.K.) As a rule textbooks are not acquired for the circulating collection.

In general, the Library does not purchase more than three copies of any one title. Duplicate copies of titles included in the Reference, Curriculum Materials, New Jersey, or Miscellany Collections may be acquired for the General Collection with the approval of the Collection Development Librarian. The Head of Collection Development must also approve the addition of superseded editions of reference titles and the intra-library transfer of any materials into the General Collection.

Whenever possible, materials are acquired for the General Collection in paperback editions. Exceptions to this rule may be made by the Head of Collection Development for oversized items and for titles for which heavy use is anticipated.

G. McNaughton Book Collection

A small collection of books, unrelated to the curriculum and faculty research interests, is leased from the McNaughton Book Service for recreational reading and general information purposes. Each month additional titles for this collection are selected from an availability list supplied by the McNaughton Company.

H. Microforms

The purpose for acquiring microform titles is to provide patrons with access to materials which are unavailable in hard copy, or which in hard copy would be too costly or occupy prohibitively large amounts of space. All requests for materials on microform are reviewed by the Head of Periodicals and Microforms in consultation with the Head of Collection Development. Requests for serials and series on microforms are also reviewed by the Periodicals/Serials Committee as outlined in Section V.K of this policy. The Head of Periodicals and Microforms in consultation with the Head of Collection Development is responsible for deciding which format will be acquired when requested titles are available in both hard copy and microform editions.

The acquisition of microform titles is considered on a case-by-case basis, with anticipated amount and type of use being important factors in decision-making. The potential amount of space the microform edition would save and the difference between the cost of the microform and hard copy editions are other important considerations. In general, indexing and/or abstracting services, and monographs which are not part of a series are not acquired in microform or converted to microform. However, all periodical titles which are to be held for more than one year are acquired in microform whenever possible.

The Library acquires only those microforms which are compatible with Library owned hardware and storage facilities. The preferred microformat is 4" x 6" negative polarity microfiche, although, when microfiche is unavailable 16mm negative polarity microfilm will be acquired. Reduction ratios between 12x and 24x for both microfilm and microfiche are also preferred. Microforms of those materials which the Library is acquiring for archival purposes are purchased on silver halide film/fiche. When available, all other microforms are acquired on Diazo or Vesicular film and fiche. When preferred formats are not available, the Library may purchase 35mm microfiche, microfilm with reduction ratios of 24x to 48x, and positive polarity film and fiche. The Head of Periodicals and Microforms considers such factors as convenience in reading, copying, and storing microform materials in making purchasing decisions. As a general rule the Library does not acquire materials on micro opaques, or microfiche with reduction ratios greater than 48x. Purchase of other types of microforms is considered on a case-by-case basis by the Head of Periodicals and Microforms in consultation with the Head of Collection Development.

The purchase of microform titles is made only after detailed information is obtained from the publisher. When necessary, purchase may be delayed until the Head of Periodicals and Microforms can examine the quality of the microforms and the bibliographic access to them. Only those titles which evidence adequate bibliographic access are approved for purchase.

J. Reference Collection

To a greater degree than any other collection in the Library, the Reference Collection addresses the goal of providing research materials for the College community which go beyond curriculum-related needs. A strong Reference Collection, not limited to curriculum-related subjects, but reflecting greater depth in those areas is therefore maintained in the Library. To the extent resources permit, the Library also identifies and provides access through the location of biliographic citations (at times using automated techniques), to materials in specialized areas and subjects which go beyond the sophistication of the materials in other Library collections. Although source material may not be available in-house, user access to them may be provided via referral to other appropriate libraries, inter-library loans, or some type of document-on-demand service.

The Reference Collection includes several categories of print formats:

Compendia which are either:

a. Primarily statistical or biographical and arranged for quick access to information;

or

b. General in scope and designed to be consulted for specific facts;

or

c. Guides to the literature of subjects;

and

Bibliographic aids which are either:

a. General in scope (i.e., covering more than one author or facet of a subject) issued as monographs;*

or

b. Indexes and abstracts issued as serials.

In addition, the Reference Collection may include other titles which are generally considered to be standard reference tools (i.e., represented in standard bibliographies or reference works), as well as those which are locally regarded as reference tools because of use patterns peculiar to the William Paterson College community or because of the necessity for universal availability. Examples of materials which fall into the latter category are the law and business services.

Any title which meets these criteria may be housed in the Reference Collection at the discretion of the Head of Reference regardless of who requested it or the collection for which it was originally intended. In general, only one copy of a title is housed in the Reference Collection, but when appropriate, duplicates of titles housed there are purchased and added to other collections in the Library. Older reference titles and superseded editions which are still usable may be transferred from Reference to other Library collections by the Head of Reference in consultation with the Head of Collection Development and other librarians, as appropriate. The Head of Reference is responsible for the disposition of the reference materials budget and for decisions concerning the format of the materials purchased for the collection.

K. Serials

In order to provide continuous runs of titles, the acquisition of each serial title usually results in a budgetary commitment which is carried over from year to year. For this reason requests for any publication issued in successive parts at regular intervals which is intended to continue indefinitely will be reviewed with special care. For the purpose of this policy, newspapers, in addition to periodicals, annuals (reports, yearbooks, etc.), and memoirs, proceedings and transactions of societies are considered serials.

*Bibliographic aids are on specific subjects in the General Collection.

Requests for serial title subscriptions, standing orders, and backfiles may be made by librarians and teaching faculty on Periodical/Serial Request Forms. With the exception of those made by the Head of Reference, all such requests must be approved by the Library Periodicals/Serials Committee.

The Periodicals/Serials Committee meets three times each year (March, July, and October) and is composed of the librarians in the following positions:

Head of Reference
Associate Director for Collection Management
Head of Collection Development
Assistant Collection Development Librarian
Head of Periodicals and Microforms, Chair

Librarians who have recommended serial subscriptions and those who act as library coordinators are asked to provide information on requested titles and are invited to attend Periodicals/Serials Committee meetings when relevant requests are being considered.

Members of the teaching faculty and librarians who request subscriptions or standing orders receive written notification of the Committee's decisions within two weeks of the Committee meeting. Once approved, subscriptions will begin immediately.

In reviewing each serial request the Committee considers the characteristics presented below. Those listed in Group A are of greater importance than those listed in Group B, and so forth. However, all characteristics in a given group are weighted equally.

Group A

- Appropriateness of the subject matter to the collection.
- Ability to access the title through an index which is available at the William Paterson College Library.

Group B

- Anticipated use as reflected by the relevance of the title to courses frequently offered on campus.
- Favorable reviews.
- Reliable publisher.
- Predominance of articles written in English*

*Languages and Cultures Department may be excepted.

Group C

- High quality and appropriate physical format.
- High usage of similar titles already owned by the Library.
- Cost which is justifiable based on the Committee's perception of the value of the title.

The Committee may make an affirmative decision even when a requested title does not have all these characteristics. However, it is unlikely that the Committee will approve requests for titles which do not possess both Group A characteristics. As a rule the Library does not subscribe to newsletters, current awareness titles, or other types of serials with little or no reference or research value.

When reviewing a request for back files the Committee considers the amount of use received by those volumes of the title the Library already owns. In general back files of a title are not purchased until the title has been owned for at least one year.

After approving a request the Periodicals/Serials Committee determines whether the Library should keep all or only the latest year's issues. It also determines where non-periodical serial titles will be housed. The Head of Collection Development, in consultation with other librarians as appropriate, may modify this decision at a later time. In general, all periodical titles which are to be held for more than one year are acquired in microform whenever available. For specifications as to the types of microforms to be acquired see section V.H.

L. Series

As in the case of serials, agreement to subscribe to or place a standing order for a series requires that the Library commit funds over a long period of time. For this reason requests for series are reviewed in the same manner as serial requests, although in determining whether to subscribe to a series title the Periodicals/Serials Committee may place less emphasis on the ability to access the title through an index. Series requests will be subject to all other policies and procedures outlines in the "Serials" section of this policy (section V.K.).

Librarians and members of the teaching faculty are encouraged to request that the Library purchase needed individual titles in a series as separate monographs, rather than requesting that the Library place a standing order for the entire series.

M. Special Collections

The Special Collections Room houses the three collections described below. All of these are the responsibility of the Librarian in charge of Special Collections.

First and Limited Editions - Titles in this collection are first and limited editions of major works by prominent American and British authors of the 19th and 20th centuries. This collection is being maintained at its present size.

Miscellaneous Titles - Most of the materials in this collection are out-of-print, or have unusual or rare formats or bindings, and therefore have been housed in the Special Collections Room for preservation purposes. Some of the volumes included in this collection are expensive and/or unusual facsimile editions.

Autographed complimentary copies of works authored by members of the College faculty are also included in this collection. The Library accepts all monographs authored and signed by College faculty members for inclusion in this collection.

New Jersey Collection

The purpose of the New Jersey Collection is to acquire and preserve materials related to the history, geography, geology, and culture of New Jersey. Toward this end efforts are made not only to acquire such materials as they are published, but also to acquire appropriate out-of-print monographs on the State as they become available. The Library does not collect genealogical material.

In addition to monographs, the New Jersey Collection includes a selection of important serials and series related to New Jersey history, geography, geology, and culture. A vertical file containing newspaper clippings and other ephemeral materials related to New Jersey history, and a selection of state and federal documents on the geology of New Jersey are also part of this collection.

The New Jersey Collection contains a collection of the papers of William Paterson (1745-1806), a prominent New Jersey attorney, senator, and governor who became an Associate Justice of the United States Supreme Court. The papers primarily concern Paterson's legal career, although some personal papers are included in the collection. These papers were donated to the College in 1978 by the Alumni Association.

After requests for out-of-print and facsimile materials are approved by the Head of Collection Development (as outlined in section IV.B), the Librarian in charge of Special Collections decides which are to be housed in the Miscellany Collection. Any other materials which the Special Collections Librarian identifies as requiring preservation due to specialized format are also housed with the Miscellaneous Titles.

All acquired materials which relate to New Jersey are considered candidates for inclusion in the New Jersey Collection. However, only those materials which are approved for inclusion by the Special Collections Librarian will be housed there. When duplicate copies are considered useful and if the cost permits, additional copies of materials to be located in the New Jersey Collection are purchased and housed in other appropriate Library Collections.

Some New Jersey library materials are not included in the New Jersey Collection because of their format, subject area, and/or limited amount of space available in the Special Collections Room. These materials are housed in other Library collections as appropriate. For instance, many of the historical, topographical, and geological maps of New Jersey are technically part of the New Jersey

Collection but for preservation and storage purposes they are housed in map cabinets located in the Reference Department. Audiovisual materials on New Jersey are housed in the Audiovisual Department and microforms on New Jersey are filed in the Microform Collection.

Materials on New Jersey are also housed in the Reference, Curriculum Materials, and New Jersey Documents Collections. As previously mentioned, there are monographs, series, and serials in the General Collection which are duplicates of those in the New Jersey Collection. The General Collection also includes materials related to New Jersey which have been deemed inappropriate for the New Jersey Collection. Other New Jersey related materials not suitable for inclusion in Special Collections must be acquired in accordance with the criteria pertaining to the collections in which they are housed.

N. Vertical File

The purpose of the Vertical File is to augment other Library collections by providing quick and easy access to pamphlets, clippings, fliers, and other ephemeral material. The emphasis in this collection is on materials covering topics of current interest. However, other materials for which there may be occasional or sporadic demand are also housed there.

Most pamphlets of 49 pages or less, regardless of the collection for which they were originally intended, are considered for inclusion in the vertical file. The Head of Reference in consultation with the reference librarian in charge of the Vertical File will determine which materials will be housed there.

Appendix A

FREEDOM TO READ STATEMENT

Adopted June 25, 1953
by the ALA Council
Revised January 28, 1972

The freedom to read is essential to our democracy. It is continuously under attack. Private groups and public authorities in various parts of the country are working to remove books from sale, to censor textbooks, to label "controversial" books, to distribute lists of "objectionable" books or authors, and to purge libraries. These actions apparently rise from a view that our national tradition of free expression is no longer valid; that censorship and supression are needed to avoid the subversion of politics and the corruption of morals. We, as citzens devoted to the use of books and as librarians and publishers responsible for disseminating them, wish to assert the public interest in the preservation of the freedom to read.

We are deeply concerned about these attempts at suppression. Most such attempts rest on a denial of the fundamental premise of democracy: that the ordinary citizen, by exercising his critical judgment, will accept the good and reject the bad. The censors, public and private, assume that they should determine what is good and what is bad for their fellow-citizens.

We trust Americans to recognize propaganda, and to reject it. We do not believe they need the help of censors to assist them in this task. We do not believe they are prepared to sacrifice their heritage of a free press in order to be "protected" against what others think may be bad for them. We believe they still favor free enterprise in ideas and expression.

We are aware, of course, that books are not alone in being subjected to efforts of suppression. We are aware that these efforts are related to a larger pattern of pressures being brought against education, the press, films, radio and television. The problem is not only one of actual censorship. The shadow of fear cast by these pressures leads, we suspect, to an even larger voluntary curtailment of expression by those who seek to avoid controversy.

Such pressure toward conformity is perhaps natural to a time of uneasy change and pervading fear. Especially when so many of our apprehensions are directed against an ideology, the expression of a dissident idea becomes a thing feared in itself, and we tend to move against it as against a hostile deed, with suppression.

And yet suppression is never more dangerous than in such a time of social tension. Freedom has given the United States the elasticity to endure strain. Freedom keeps open the path of novel and creative solutions, and enables change to come by choice. Every silencing of a heresy, every enforcement of an orthodoxy, diminishes the toughness and resilience of our society and leaves it the less able to deal with stress.

Now as always in our history, books are among our greatest instruments of freedom. They are almost the only means for making generally available ideas or manners of expression that can initially command only a small audience. They are the natural medium for the new idea and the untried voice from which come the original contributions to social growth. They are essential to the extended discussion which serious thought requires, and to the accumulation of knowledge and ideas into organized collections.

We believe that free communication is essential to the preservation of a free society and a creative culture. We believe that these pressures towards conformity present the danger of limiting the range and variety of inquiry and expression on which our democracy and our culture depend. We believe that every American community must jealously guard the freedom to publish and to circulate, in order to preserve its own freedom to read. We believe that publishers and librarians have a profound responsibility to give validity to that freedom to read by making it possible for the readers to choose freely from a variety of offerings.

The freedom to read is guaranteed by the Constitution. Those with faith in free men will stand firm on these constitutional guarantees of essential rights and will exercise the responsibilities that accompany these rights.

We therefore affirm these propositions:

1. It is in the public interest for publishers and librarians to make available the widest diversity of views and expressions, including those which are unorthodox or unpopular with the majority.

Creative thought is by definition new, and what is new is different. The bearer of every new thought is a rebel until his idea is refined and tested. Totalitarian systems attempt to maintain themselves in power by the ruthless suppression of any concept which challenges the established orthodoxy. The power of a democratic system to adapt to change is vastly strengthened by the freedom of its citizens to choose widely from among conflicting opinions offered freely to them. To stifle every nonconformist idea at birth would mark the end of the democratic process. Furthermore, only through the constant activity of weighing and selecting can the democratic mind attain the strength demanded by times like these. We need to know not only what we believe but why we believe it.

2. Publishers, librarians and booksellers do not need to endorse every idea or presentation contained in the books they make available. It would conflict with the public interest for them to establish their own political, moral or aesthetic views as a standard for determining what books should be published or circulated.

Publishers and librarians serve the educational process by helping to make available knowledge and ideas required for the growth of the mind and the increase of learning. They do not foster education by imposing as mentors the patterns of their own thought. The people should have the freedom to read and consider a broader range of ideas than those that may be held by any single librarian or publisher or government or church. It is wrong that what one man can read should be confined to what another thinks improper.

3. It is contrary to the public interest for publishers or librarians to determine the acceptability of a book on the basis of the personal history or political affiliations of the author.

A book should be judged as a book. No art or literature can flourish if it is to be measured by the political views or private lives of its creators. No society of free men can flourish which draws up lists of writers to whom it will not listen, whatever they may have to say.

4. There is no place in our society for efforts to coerce the tastes of others, to confine efforts of writers to achieve artistic expression.

To some, much of modern literature is shocking. But is not much of life itself shocking? We cut off literature at the source if we prevent serious artists from dealing with the stuff of life. Parents and teachers have a responsibility to prepare the young to meet the diversity of experiences in life to which they will be exposed, as they have a responsibility to help them learn to think critically for themselves. These are affirmative responsibilities, not to be discharged simply by preventing them from reading works for which they are not yet prepared. In these matters taste differs, and taste cannot be legislated; nor can machinery be devised which will suit the demands of one group without limiting the freedom of others.

5. It is not in the public interest to force a reader to accept with any book the prejudgment of a label characterizing the book or author as subversive or dangerous.

The idea of labeling presupposes the existence of individuals or groups with wisdom to determine by authority what is good or bad for the citizen. It presupposes that each individual must be directed in making up his mind about the ideas he examines. But Americans do not need others to do their thinking for them.

6. It is the responsibility of publishers and librarians, as guardians of the people's freedom to read, to contest encroachments upon that freedom by individuals or groups seeking to impose their own standards or tastes upon the community at large.

It is inevitable in the give and take of the democratic process that the political, the moral, or the aesthetic concepts of an individual group will occasionally collide with those of another individual or group. In a free society each individual is free to determine what it will recommend to its freely associated members. But no group has the right to take the law into its own hands, and to impose its own concept of politics or morality upon other members of a democratic society. Freedom is no freedom if it is accorded only to the accepted and the inoffensive.

7. It is the responsibility of publishers and librarians to give full meaning to the freedom to read by providing books that enrich the quality and diversity of thought and expression. By the exercise of this affirmative responsibility, bookmen can demonstrate that the answer to a bad book is a good one, the answer to a bad idea is a good one.

The freedom to read is of little consequence when expended on the trivial; it is frustrated when the reader cannot obtain matter fit for his purpose. What is needed is not only the absence of restraint, but the positive provision of opportunity for the people to read the best that has been thought and said. Books are the major channel by which the intellectual inheritance is handed down, and the principal means of its testing and growth. The defense of their freedom and integrity, and the enlargment of their service to society, requires of all bookmen the utmost of their faculties, and deserves of all citizens the fullest of their support.

We state these propositions neither lightly nor as easy generalizations. We here stake out a lofty claim for the value of books. We do so because we believe that they are good, possessed of enormous variety and usefulness, worthy of cherishing and keeping free. We realize that the application of these propositions may mean the dissemination of ideas and manners of expression that are repugnant to many people. We do not state these propositions in the comfortable belief that what people read is unimportant. We believe rather that what people read is deeply important; that ideas can be dangerous;

but that the suppression of ideas is fatal to a democratic society. Freedom itself is a dangerous way of life, but it is ours.

Endorsed by:

AMERICAN LIBRARY ASSOCIATION
Council, June 25, 1953

AMERICAN BOOK PUBLISHERS COUNCIL
Board of Directors, June 18, 1953

Subsequently endorsed by:

AMERICAN BOOKSELLERS ASSOCIATION
Board of Directors

BOOK MANUFACTURERS' INSTITUTE
Board of Directors

NATIONAL EDUCATION ASSOCIATION
Commission for the Defense of Democracy through Education

Appendix B

LIBRARY BILL OF RIGHTS

Adopted June 18, 1948
Amended February 2, 1961, and June 27, 1967
by the ALA Council

The Council of the American Library Association reaffirms its belief in the following basic policies which should govern the services of all libraries.

1. As a responsibility of library service, books and other library materials selected should be chosen for values of interests, information and enlightenment of all the people of the community. In no case should library materials be excluded because of the race or nationality or the social, political, or religious views of the authors.

2. Libraries should provide books and other materials presenting all points of view concerning the problems and issues of our times; no library materials should be proscribed or removed from libraries because of partisan or doctrinal disapproval.

3. Censorship should be challenged by libraries in the maintenance of their responsibility to provide public information and enlightenment.

4. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.

5. The rights of an individual to the use of a library should not be denied or abridged because of his age, race, religion, national origins or social or political views.

6. As an institution of education for democratic living, the library should welcome the use of its meeting rooms for socially useful and cultural activities and discussion of current public questions. Such meeting places should be available on equal terms to all groups in the community regardless of the beliefs and affiliations of their members, provided that the meetings be open to the public.

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Appendix C

INTELLECTUAL FREEDOM STATEMENT
An Interpretation of the Library Bill of Rights

Adopted by the ALA Council, June 25, 1971
Endorsed by the Freedom to Read Foundation,
Board of Trustees, June 18, 1971

The heritage of free men is ours. In the Bill of Rights to the United States Constitution, the founders of our nation proclaimed certain fundamental freedoms to be essential to our form of government. Primarily among these is the freedom of expression, specifically the right to publish diverse opinions and the right to unrestricted access to those opinions. As citizens committed to full and free use of all communications media and as professional persons responsible for making the content of those media accesible to all without prejudice, we, the undersigned, wish to assert the public interest in the preservation of freedom of expression.

Through continuing judicial interpretations of the First Amendment to the United States Constitution, full freedom of expression has been guaranteed. Every American who aspires to the success of our experiment in democracy--who has faith in the political and social integrity of free men--must stand firm on those Constitutional guarantees of essential rights. Such Americans can be expected to fulfill the responsibilities implicit in those rights.

We, therefore, affirm these propositions:

1. We will make available to everyone who needs or desires them the widest possible diversity of views and modes of expression, including those which are strange, unorthodox, or unpopular.

Creative thought is, by its nature, new. New ideas are always different and, to some people, distressing and even threatening. The creator of every new idea is likely to be regarded as unconventional--occasionally heretical--until his idea is first examined, then refined, then tested in its political, social or moral applications. The characteristic ability of our governmental system to adapt to necessary change is vastly strengthened by the option of the people to choose freely from among conflicting opinions. To stifle nonconformist ideas at their inception would be to end the democratic process. Only through continuous weighing and selection from among opposing views can free individuals obtain the strength needed for intelligent, constructive decisions and actions. In short, we need to understand not only what we believe, but why we believe as we do.

2. We need not endorse every idea contained in the materials we produce and make available.

We serve the educational process by disseminating the knowledge and wisdom required for the growth of the mind and the expansion of learning. For us to employ our own political, moral, or esthetic views as standards for determining what materials are published or circulated conflicts with the public interest. We cannot foster true education by imposing on others the structure and content of our own opinions. We must preserve and enhance the people's right to a broader range of ideas than those held by any librarian or publisher or church or government.

We hold that it is wrong to limit any person to those ideas and that information another believes to be true, good, and proper.

3. We regard as irrelevant to the acceptance and distribution of any creative work the personal history or political affiliations of the author or others responsible for it or its publication.

A work of art must be judged solely on its own merits. Creativity cannot flourish if its appraisal and acceptance by the community is influenced by the political views or private lives of the artists or the creators. A society that allows blacklists to be compiled and used to silence writers and artists cannot exist as a free society.

4. With every available legal means, we will challenge laws or governmental action restricting or prohibiting the publication of certain materials or limiting free access to such materials.

Our society has no place for legislative efforts to coerce the taste of its members, to restrict adults to reading matter deemed suitable only for children, or to inhibit the efforts to creative persons in their attempts to achieve artistic perfection. When we prevent serious artists from dealing with truth as they see it, we stifle creative endeavor at its source. Those who direct and control the intellectual development of our children--parents, teachers, religious leaders, scientists, philosophers, statesmen--must assume the responsibility for preparing young people to cope with life as it is and to face the diversity of experience to which they will be exposed as they mature. This is an affirmative responsibility that cannot be discharged easily, certainly not with the added burden of curtailing one's access to art, literature, and opinion. Tastes differ. Taste, like morality, cannot be controlled by government, for governmental action, devised to suit the demands of one group, thereby limits the freedom of all others.

5. We oppose labeling any work of literature or art, or any persons responsible for its creation, as subversive, dangerous, or otherwise undesirable.

Labeling attempts to predispose users of the various media of communication, and to ultimately close off a path to knowledge. Labeling rests on the assumption that persons exist who have a special wisdom, and who, therefore, can be permitted to determine what will have good and bad effects on other people. But freedom of expression rests on the premise of ideas vying in the open marketplace for acceptance, change, or rejection by individuals. Free men choose this path.

6. We, as guardians of intellectual freedom, oppose and will resist, every encroachment upon that freedom by individuals or groups, private or official.

It is inevitable in the give-and-take of the democratic process that the political, moral and esthetic preferences of a person or group will conflict occasionally with those of others. A fundamental premise of our free society is that each citizen is privileged to decide those opinions to which he will adhere or which he will recommend to the members of a privately organized group or association. But no private group may usurp the law and impose its own political or moral concepts upon the general public. Freedom cannot be accorded only to selected groups for it is transmuted into privilege and unwarranted licence.

7. Both as citizens and professionals, we will strive by all legitimate means open to us to be relieved of the threat of personal, economic, and legal reprisals resulting from our support and defense of the principles of intellectual freedom.

Those who refuse to compromise their ideals in support of intellectual freedom have often suffered dismissals from employment, forced resignations, boycotts of products and establishments, and other invidious forms of punishment. We perceive the admirable, often lonely, refusal to succumb to threats of punitive action as the highest form of true professionalism: dedication to the cause of intellectual freedom and the preservation of vital human and civil liberties.

In our various capacities, we will actively resist incursions against the full exercise of our professional responsibility for creating and maintaining an intellectual environment which fosters unrestrained creative endeavor and true freedom of choice and access for all members of the community.

We state these propositions with conviction, not as easy generalizations. We advance a noble claim for the value of ideas, freely expressed, as embodied in books and other kinds of communications. We do this in our belief that a free intellectual climate fosters creative endeavors capable of enormous variety, beauty, and usefulness, and thus worthy of support and preservation. We recognize that application of these propositions may encourage the dissemination of ideas and forms of expression that will be frightening or abhorrent to some. We believe that what people read, view, and hear is a critically important issue. We recognize, too, that ideas can be dangerous. It may be, however, that they are effectually dangerous only when opposing ideas are suppressed. Freedom, in its many facets, is a precarious course. We espouse it heartily.

Appendix D

FREEDOM TO VIEW

Adopted February 1979
by the EFLA Board of Directors
Endorsed June 1979
by ALA Intellectual Freedom Committee
and ALA Council

The FREEDOM TO VIEW, along with the freedom to speak, to hear, and to read, is protected by the First Amendment to the Constitution of the United States. In a free society, there is no place for censorship of any medium of expression. Therefore, we affirm these principles:

1. It is in the public interest to provide the broadest possible access to films and other audiovisual materials because they have proven to be among the most effective means for the communication of ideas. Liberty of circulation is essential to insure the constitutional guarantee of freedom of expression.

2. It is in the public interest to provide for our audiences, films and other audiovisual materials which represent a diversity of views and expression. Selection of a work does not constitute or imply agreement with or approval of the content.

3. It is our professional responsibility to resist the constraint of labeling or pre-judging a film on the basis of the moral, religious, or political beliefs of the producer or filmmaker or on the basis of controversial content.

4. It is our professional responsibility to contest vigorously, by all lawful means, every encroachment upon the public's freedom to view.

Appendix E

GLOSSARY

The following definitions are presented in order to clarify some of the terms used in this policy. While some of the definitions have been adopted word-for-word from general dictionaries, and library and microform glossaries and encyclopedias, most have been modified. All definitions reflect the meaning of the terms only as they are used at the William Paterson College Library. Sources of the definitions which appear here include:

A.L.A. Glossary of Library Terms. Chicago: American Library Association, 1943.

Anglo-American Cataloging Rules Chapter 12. Chicago: American LibraryAssociation, 1975.

Guilfoyle, Marvin C. Microform Centralization Project: A Survey of Current Practical and Possible Applications in Bizzell Library. Norman, Oklahoma: Oklahoma University Libraries, 1976.

Herickes, Sally ed. The Twenty-Fifth Anniversary Edition of the Audio-Visual Equipment Directory. Fairfax, Virginia: National Audio-Visual Association, Inc., 1979.

Veaner, Allan. The Evaluation of Microforms: A Handbook for Librarians. Chicago: Library Technology Program, American Library Association, 1971.

Webster's Third New International Dictionary (Unabridged edition). Springfield, Massachusetts: G. and C. Merriam Company, 1976.

Abstracting Service - Abstracts in a particular field or on a particular subject which are prepared by an individual or a company and supplied regularly to subscribers or in response to special requests.

Academic Dissertation - An essay or treatise presented by a candidate in partial fulfillment of the requirements for a degree. See also "Dissertation."

Access or Bibliographic Access - The device or method through which an information source may be identified or located. Examples of such devices and methods are indexes, card catalogs, and indexing and abstracting services.

Activity Book - Resource designed for use by teachers which suggests classroom activities which supplement and reinforce lessons.

Archives - The organized body of records made or received in connection with the transaction of its affairs by a government or a governmental agency, an institution, organization, or establishment, or a family or individual, and preserved for record purposes in its custody or that of its legal successors.

Audiovisual Materials - The complete range of non-print, physical forms on which information is recorded.

Back File - Numbers of a periodical preceding the current issue.

Bibliography - A list, often with descriptive or critical notes, of writings relating to a particular subject, period, or author.

Bibliographic Access - See "Access."

Bibliographic Aid - Work which directs the user to sources of information.

Caldecott Award - Award given to an illustrator annually by the American Library Association "for the most distinguished American picture book for children."

Cassette - A permanently encased film or tape that runs reel-to-reel; used for motion pictures, sound recordings, and video recordings.

Compendium - A work that presents, in condensed form, the principal points of a larger work; or, a work that treats a large subject briefly or in outline form.

Computer-Assisted Instruction - Software written specifically to facilitate classroom instruction. Included in this software category are drill and practice programs, tutorials, simulation programs, and educational games.

Computer-Managed Instruction - Software packages designed to aid teachers in diagnosing pupil strengths and weaknesses, prescribing learning activities based on these diagnoses, and monitoring these learning activities.

Course of Study or Curriculum Guide - Material which describes educational programs in terms of their goals and the manner which they are implemented. These materials may be issued by individual schools or school districts.

Curriculum Guide - See "Course of Study."

Departmental Coordinators - Members of the teaching faculty who serve as liaisons between their respective academic departments and the Library.

Diazo Film - A type of film used for micropublication which has a plastic, polyester base on which an image of the same polarity as the original is formed.

Dissertation - As used in this policy, indicates a reference to Ph.D. dissertation. See also "Academic Dissertation."

Document or Government Document - Any printed or processed paper, book, periodical, pamphlet, or map originating in or printed with the imprint of, or at the expense and by the authority of, any office of a legally organized government.

Drill and Practice - Supplementary microcomputer software which is designed to help with the consolidation of specific skills which have already been taught. These programs provide repetitive practice of these skills.

Educational Games - Microcomputer software which is designed to entertain the student but which requires the mastery of one or more specific skills in order to be played.

Ephemeral Material - Current material, usually pamphlets and clippings, of temporary interest and value. Similar material of the past which has acquired literary or historical significance.

Facsimile Edition - A reprint (properly a page-for-page and line-for-line reprint) in which the type and general appearance of the original are imitated as closely as possible.

Film or Motion Picture Film - A length of film, 8, 16 or 35mm in width on which an integrated communication in motion is recorded. It is intended for projection at a standard speed.

Film Loop - A standard 8mm or super 8mm film of short duration or length, which is sealed in a plastic container in such a way that the beginning and end of the film are joined to enable continuous projection.

Filmstrip - A length of film (usually 35mm in width) on which still images are recorded, presenting an integrated communication. It is intended for projection frame by frame.

First Edition - The earliest published version of an author's text.

Government Document - See "Document."

Hardback - A book bound in hard covers. (As opposed to a paperback).

Hard Copy - A printed copy in a visually readable format.

Hardware - Machines and other physical equipment directly involved in performing a technological function.

Indexing Service - Indexes, frequently cumulative, for particular subjects or for certain types of publications, supplied by an agency regularly through subscription or in response to special requests.

Individual Series Title - A single title which is part of a series.

Interlibrary Loan - An arrangement among libraries by which one library may borrow material from another library.

Librarian Coordinators - Librarians who serve as liaisons between academic departments and the Library.

Limited Edition - An edition issued with a relatively small number of copies, to which consecutive numbers are generally assigned.

Loop Film - see "Film Loop."

McNaughton Book Service - A book leasing service through which subscribing libraries select, from a list of proffered titles, a set number of titles each month. The Library maintains a collection of a specified size by returning titles as new ones are received.

Mediography - A list, often with descriptive or critical notes, of non-print materials relating to a particular subject, period, or author.

Medium - A channel, method, or system of communication, information, or entertainment.

Microcard - An opaque microform usually measuring 7.5 x 12.5 cm.

Microcomputer - A computer which uses a microprocessor chip as its central processing unit.

Microcomputer Software - see "Software."

Microfiche - An array of micro-images, either positive or negative, in rows and columns on a transparent sheet of film.

Microfilm - A transparent microform in roll form, which is usually 16 or 35mm in width and may have either positive or negative polarity.

Microform - A photoreduction of a document which cannot be read with the unaided eye. The generic term for microfilm, microfiche, etc.

Microformat - The shape, size, and general makeup of a microform.

Micro Opaque - The generic term for either microcard or microprint.

Microprint - An opaque microform larger than 7.5 x 12.5 cm.

Monograph - A systematic and complete treatise on a particular subject which is usually detailed in treatment but not extensive in scope.

Motion Picture Film - see "Film".

Multi-Media Kit - A package of more than one medium designed for use as a unit.

Negative Polarity - A white or clear image on a dark background.

Newbery Award - The award to authors given annually by the American Library Association "for the most distinguished contribution to American literature for children."

Non-Periodical Serial - A publication such as an annual, report, yearbook, memoir, proceedings, or transactions of a society which is issued in successive parts usually at regular intervals and intended to be continued indefinitely. Excluded from this category are periodicals and newspapers.

Out-of-Print - Not obtainable through the regular market, since the publisher's stock is exhausted.

Paperback - A book bound in paper covers.

Periodical - A publication with a distinctive title intended to appear in successive (usually unbound) numbers or parts of stated or regular intervals for an indefinite time. Each part generally contains articles by several contributors.

Positive Polarity - A dark image on a white or clear background.

Realia - Artifacts, specimens, or samples. Actual objects as opposed to replicas.

Record - A disc with a spiral groove carrying recorded sound for phonographic reproduction.

Reduction Ratio - The ratio of the size of the original material to the size of the photographic image.

Reel-to-Reel Tape - Sound recording tape which runs between separate supply and take-up reels and which is not enclosed in any type of casing.

Selection Aid - Monograph or serial used to assist in the selection of materials to be added to the collection. Selection aids are usually in the form of lists of recommended titles, or compilations of titles with annotations or reviews.

Serial - A publication issued in successive parts, usually at regular intervals and intended to be continued indefinitely. Periodicals, annuals, (reports, yearbooks, etc.), memoirs, proceedings and transactions of societies, and newspapers are considered serials.

Series - A number of separate works, usually related to one another in subject or otherwise, issued in succession, normally by the same publisher and in uniform style, with a collective title which generally appears on the title page, on the half title, or on the cover.

Silver Halide Film - A type of film used in micropublication which has a cellulose triacetate base. It is the only type of film which can be recommended for achieving archival permanence.

Simulations - Microcomputer software containing activities which are specifically designed to provide opportunities to practice certain components of life by providing a set of players, a set of allowable actions, a segment of time, and a framework within which the action takes place. These are intended to lead students to actively assimulate information in order to carry out action toward relevant goals.

Slide - A segment of 35mm or other transparent material on which a still image is recorded. It is mounted for viewing by means of a slide viewer or projector.

Software - (1) Non-print materials containing visual and/or aural messages which are used in conjunction with audiovisual equipment (hardware). (2) The programs required to enable computers to produce the desired results.

Standing Order - A general direction to an agent or publisher to supply future numbers of a series or serial until otherwise notified.

State Library Deposit and Exchange Collection - A collection of materials discarded from the New Jersey State Library and donated by other New Jersey institutions. It is intended to be a pool of free, usable materials available to librarians and other agencies wishing to supplement their own collections.

Subscription - A direction to an agent or publisher to supply issues of a periodical or newspaper for a specified period of time.

Superseded Edition - An edition of a work which has been made partially or fully obsolete by the publication of a revised or more current edition.

Teacher Utility System - Software which allows the teacher to design and generate instructional materials without having to use a programming language. These instructional materials can be produced in print form or can be saved on a diskette and used as computer-assisted instruction.

Teacher's Edition - An edition of a textbook published for use by teachers in instructing students. As opposed to a textbook edition.

Textbook - A book used in the study of a subject which contains a systematic presentation of the principles and vocabulary of that subject and which includes questions and exercises which are designed to reinforce the student's knowledge of the material presented.

Textbook Edition - An edition of a textbook published for use by students. As opposed to a teacher's edition.

Transparency - Transparent material on which a still image is recorded. It is designed for use with an overhead projector.

Tutorial - Software which introduces students to new information. As such, these programs present students with the initial, basic instruction in a skill, concept, or process.

Vertical File - A collection of pamphlets, clippings, and similar materials arranged for ready reference upright in a drawer, box, or suitable case.

Vesicular Film - A type of film used for micropublication which has a plastic polyester base on which an image of either positive or negative polarity may be formed.

Videocassette - A video recording on tape which is housed in a plastic container.

Video Recording - A recording of images (video) and sounds (audio) made on a magnetic tape. The generic term.

Videotape - A video recording on reel-to-reel tape.

Workbook - Material accompanying a textbook which is designed for use by students. Workbooks contain exercises and activities which reinforce the skills presented in the textbook.

Appendix F

STATEMENT ON APPRAISAL OF GIFTS

Developed by the Committee on Manuscripts Collections of the Rare Books and Manuscripts Section. Approved by the ACRL Board of Directors on February 1, 1973, in Washington, D.C. This statement replaces the 1960 policy on appraisal (Antiquarian Bookman, v. 26, December 19, 1960, p.2205).

1. The appraisal of a gift to a library for tax purposes generally is the responsibility of the donor since it is the donor who benefits from the tax deduction. Generally, the cost of the appraisal should be borne by the donor.

2. The library should at all times protect the interests of its donors as best it can and should suggest the desirability of appraisals whenever such a suggestion would be in order.

3. To protect both its donors and itself, the library, as an interested party, ordinarily should not appraise gifts made to it. It is recognized, however, that on occasion the library may wish to appraise small gifts, since many of them are not worth the time and expense an outside appraisal requires. Generally, however, the library will limit its assistance to the donor to: (a) providing him with information such as auction records and dealers' catalogs; (b) suggestions of appropriate professional appraisers who might be consulted; (c) administrative and processing services which would assist the appraiser in making an accurate evaluation.

4. The acceptance of a gift which has been appraised by a third, and disinterested party, does not in any way imply an endorsement of the appraisal by the library.

5. An archivist, curator, or librarian, if he is conscious that as an expert he may have to prove his competence in court, may properly act as an independent appraiser of library materials. He should not in any way suggest that his appraisal is endorsed by his library (such as by the use of the library's letterhead), nor should he ordinarily act in this fashion (except when handling small gifts) if his institution is to receive the donation.